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## **PSYCHOLOGY OF PEACE AND MASS VIOLENCE -- WAR, ETHNOPOLITICAL CONFLICT, AND TERRORISM: INFORMATIONAL RESOURCES**

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### **Overview**

This document\* contains an annotated bibliography of materials on war, ethno-political conflict, terrorism, and peace issues written from a psychosocial perspective. The bibliography includes major journal articles, book chapters, books, and Internet resources on these issues organized by topic. In addition, there is an annotated list of relevant journals.

\* See the companion documents: 1) *Psychology of Peace and Mass Violence -- Genocide, Torture, and Human Rights: Informational Resources* and 2) *Psychology of Peace and Mass Violence: Instructional Resources*

### **Outline of Contents**

#### **I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility**

This introductory section discusses why peace, war, terrorism, genocide, ethno-political conflict, and human rights issues should be incorporated into existing psychology courses as well as developed into full courses.

#### **II. Annotated Bibliography of Primary Resource Materials**

The topics in this section include war and ethno-political conflict, refugees' and survivors' concerns with special sections relating to women and children, terrorism, altruism and aggression, and general peace psychology.

#### **III. Annotated List of Relevant Journals**

This section describes a number of journals that address issues in the areas of aggression, ethno-political conflict, and peace.

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## I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility

The twentieth century was marked by unparalleled human cruelty, ethnopolitical conflict, war, terrorism, and genocide. Unfortunately the trend towards mass violence is continuing unabated into the twenty-first century. During the twentieth century, government genocidal policies alone resulted in over 210 million deaths - 80 percent of these were civilian deaths (170 million) and represent nearly four times the number of individuals killed in combat during international and domestic wars during this same time period (Robinson, 1998; Rummel, 1996). War dead and deaths due to genocide, terrorism, torture, all continue to mount in numbers beyond human comprehension. These statistics do not include human rights violations or structural violence and thus, severely underestimate the enormous toll on human life from physical and psychological scarring.

Psychology is uniquely qualified to address the causes and consequences of mass violence. One can easily understand psychology's role in assessment, intervention, and treatment of refugees and survivors of torture and extreme conflict. But, perhaps more importantly, psychology can make a significant contribution to the understanding of the psychosocial roots of human cruelty and mass violence including war, terrorism, and genocide. With this knowledge, we can work collaboratively with other disciplines and programs (governmental and non-governmental) to develop models and policies towards early warning, prevention, peaceful conflict resolution, reconciliation, and reconstruction. Unfortunately, psychology education has tended to ignore topics related to human rights and mass violence. As such, our students are not fully prepared to meet the psychosocial needs of those within the broader global community experiencing the trauma associated with violent conflict and are unable to fully contribute to pre-conflict prevention or post-conflict resolution.

Prior to September 11, 2001, issues such as international terrorism, war, and large-scale human rights violations were largely experienced by our students as isolated historical events or distant actions occurring in principally unknown places. However, the atrocities of September 11<sup>th</sup> made real for our students the effects of mass violence and highlighted the interconnected, global nature of the community within which we live. If psychology is to truly internationalize as well as meet the needs of the twenty-first century, information and training related to the causes, consequences, and prevention of human cruelty and mass violence must be integrated into the psychology curriculum. The analysis of previously occurring instances of mass violence, including genocide and ethnopolitical conflict (e.g. the Holocaust, the Rwandan genocide, the Israeli-Palestinian conflict), provides us highly documented instances of human cruelty and violent conflict. Knowledge of these atrocities and wars may lead our students to greater understanding of the cognitive, affective, social, cultural, and societal roots of human cruelty and mass violence. With this knowledge our students are more likely to accept the mantle of social responsibility and to become actively involved as citizens and future psychologists within the global community. Conversely, they are less likely to be apathetic bystanders only serving as fuel for continued human rights violations, ethnopolitical conflict, war, genocide, and other forms of mass violence.

Information and training related to the causes and consequences of human cruelty and mass violence as well as altruism and peacebuilding, can be taught as distinct courses within the psychology curriculum as well as integrated into existing course structures and topics.

### **Resource Limitations**

This resource does not represent an exhaustive bibliography of materials related to the topics of mass violence or peace studies. Rather it is designed to be a helpful resource guide for the psychology professor who may be otherwise unfamiliar with this body of literature as well as for individuals already working in the area of peace psychology. Resources that are out of print or are not easily available are not included.

### **References**

Robinson, M. (1998). *Opening address*. Paper presented at the Genocide and Crimes Against Humanity: Prevention and Early Warning Conference, United States Holocaust Memorial Museum, Washington, DC.

Rummel, R. (1996). *Death by government*. New Brunswick, NJ: Transaction.

## II. Annotated Bibliography of Primary Resource Materials

### *War and Ethnopolitical Conflict*

#### **General**

Alexander, L. (1948). War crimes – their social-psychological aspects. *American Journal of Psychiatry*, 105, 170-177.

Presents four warning signs for a “destruction-aggressive outburst” within a nation. Discusses the role that group acceptance plays in the perpetration of crimes against humanity. Uses the Holocaust as the basis for analysis.

Bar-Tal, D. (1990). Causes and consequences of delegitimization: Models of conflict and ethnocentrism. *Journal of Social Issues*, 46, 65-81.

Examines the role of delegitimization during conflict and as a function of ethnocentrism. Defines delegitimization as a devaluing and exclusion of an out-group. Ultimately, delegitimization can lead to a denial of the out-group’s humanity and lead to atrocities including genocide.

Bar-Tal, D. (2000). From intractable conflict through conflict resolution to reconciliation: Psychological analysis. *Political Psychology*, 21, 351-365.

Important article examining the difficulties of moving groups enmeshed in intractable conflict to not only peaceful relations but to cultures of peace. Argues that groups involved in intractable conflict develop a perception of themselves and their adversaries as one inextricably defined by the conflict. Thus, not only must those involved in negotiation work towards the end of the conflict and reconciliation but also must work toward changing the ethos of conflict towards one of peace.

Bourke, J. (1999). *An intimate history of killing: Face to face killing in 20<sup>th</sup> century warfare*. New York: Basic Books.

An examination of the intimate act of killing during wartime. Weaves historical analysis and scholarship with writings of soldiers (i.e., diaries, memoirs, and letters). Most noted for its premise that pleasure and sexual gratification may play a role in killing for some individuals. Also includes unique chapters that focus on women and war, training men to kill, war crimes, and the return to civilian life.

Brown, M. E., Cote, O. R., Lynn-Jones, S. M., & Miller, S. E. (Eds.). (1997). *Nationalism and ethnic conflict*. Cambridge, MA: The MIT Press.

An International Security Reader. Essays examine the relationship of nationalism to ethnic conflict including analyses of specific conflicts (i.e., Serbia, Moldova, and the Kashmir insurgency) as well as essays addressing international action and peacekeeping. Includes chapters focused on international and military action related to refugee movements.

Cancian, F. M., & Gibson, J. W. (1990). *Making war, making peace: The social foundations of violent conflict*. Belmont, CA: Wadsworth.

Textbook consists of 48 readings concerning the social and cultural causes of peace and war. Covers a broad range of topics including inequality, perspectives on the peace movement, and modern military strategies.

Carnegie Commission on Preventing Deadly Conflict. (1997). *Preventing deadly conflict: Executive summary of the final report*. New York: Carnegie Corporation.

Outline of proposed steps and interventions involved in preventing genocide and deadly conflict.

Chirot, D., & Seligman, M. (Eds.). (2001). *Ethnopolitical warfare: Causes, consequences, and possible solutions*. Washington, DC: American Psychological Association.

Edited text published by APA with information concerning ethnicity and nationalism as well as the group violence, psychosocial assistance, social psychology and intergroup conflict, and the psychology of group identification. This excellent resource is divided into five sections beginning with theories of nationalism and ethnicity. The book then extends to discussions of the major genocides of the twentieth century, chapters focused on ethnopolitical conflicts that stopped short of genocide, and analyses of limited to partially contained instances of ethnopolitical conflict. The chapters in the final section of the text contain various psychosocial theories of conflict and potential solutions. An impressive list of contributors from each area of research.

Comas-Diaz, L., Lykes, M. B., & Alarcon, R. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Peru, and Puerto Rico. *American Psychologist*, 53, 778-792.

Emphasizes the need for psychologists to understand the dynamic interaction of social, economic, ethnic, historic, and religious foundations of a culture for effective work within that culture. Highlights this point through a discussion of the unique features of overt and covert political oppression in Guatemala, Peru, and Puerto Rico.

Dawes, A. (Ed.). (1997). Understanding conflict and promoting peace: Contributions from South Africa [Special issue]. *Peace and Conflict: Journal of Peace Psychology*, 3(3).

An outgrowth of the Fourth International Symposium on the Contributions of Psychology to Peace held in Cape Town in 1995. Includes articles that provide historical information, a comparison of Rwanda and South Africa, key factors related to peaceful conflict resolution, and the impact of development concerns. The final chapter is particularly useful as it highlights the necessity of understanding the cultural practices and psychological knowledge of local groups and systems for successful postconflict reconstruction.

Fellman, G. (1998). *Rambo and the Dalai Lama: The compulsion to win and its threat to human survival*. Albany, NY: State University of New York Press.

Part of the SUNY Series, Global Conflict and Peace Education. Blends psychology, sociology, history, and peace studies in an analysis of current cultures based largely on conflict. Through a mixture of scholarship and anecdotal evidence, Fellman proposes a paradigm shift from an adversarial paradigm to one based on mutuality, cooperation, and caring. Highly readable, this text serves as a good introduction for students to the concepts of conflict, nonviolence, and mutuality.

Fisher, R., Schneider, A. K., Borgwardt, E., & Ganson, B. (1997). *Coping with international conflict: A systematic approach to influence in international negotiation*. Upper Saddle River, NJ: Prentice-Hall.

A good introductory text for students interested in international conflict. Includes case studies that introduce concepts of negotiation, partisan perceptions, problem solving, and conflict resolution. Provides a systematic method for developing a focused strategy aimed at peacebuilding within a specific conflict situation.

Frank, J. D. (1988). *Sanity and survival in the nuclear age: Psychological aspects of war and peace*. Lanham, MD: University Press of America.

Discusses the biological, psychological, and social factors underlying war and peace. Also discusses the danger of these factors in light of advanced weaponry.

Golovakha, E., & Panina N. (1997). Interethnic intolerance in post-Soviet Ukraine. In D. F. Halpern & A. E. Voiskounsky (Eds.), *States of mind: American and post-Soviet perspectives on contemporary issues in psychology* (pp. 315-324). Oxford, England: Oxford University Press.

Study examining social tolerance and social distance among and between ethnic groups in post-Soviet Ukraine.

Grossman, D. (1995). *On killing: The psychological cost of learning to kill in war and society*. New York: Little, Brown, and Company.

Discusses the inhibitions of individuals towards killing and the need by the military to train soldiers to kill. Provides information regarding the military training process and notes similarities to the use of video games and violent media exposure in the United States. Discusses the traumatic effect of killing on soldiers during wartime.

Additional related article by Grossman:

Grossman, D. (2001). On killing II: The psychological cost of learning to kill. *International Journal of Emergency Mental Health*, 3, 137-144.

Grussendorf, J., McAlister, A., Sandstroem, P., Udd, L., & Morrison, T. (2002). Resisting moral disengagement in support for war: Use of the Peace Test Scale among student groups in 21 nations. *Peace & Conflict: Journal of Peace Psychology*, 8, 73-84.

Assessed the reliability and validity of the "Peace Test" scale as a measure of moral disengagement concerning war with a broad range of students.

Guibernau, M., & Rex, J. (Eds.). (1997). *The ethnicity reader: Nationalism, multiculturalism & migration*. Malden, MA: Blackwell.

Examines the interaction between ethnicity, nationalism, multiculturalism, and migration. A broad range of important essays concerning this interaction both within the United States and globally (e.g., the former Yugoslavia and Northern Ireland). Includes discussion of ethnicity both past and present (e.g., First Nations).

Gurr, T. R. (1993). *Minorities at risk: A global view of ethnopolitical conflicts*. Washington, DC: United States Institute of Peace.

Comprehensive report of the Minorities at Risk project that includes the analysis of 233 communal/ethnic groups. Examines factors that can lead to the escalation of ethnopolitical conflict as well as methods and strategies for effective conflict reduction. Well researched and documented, this report is an excellent reference text.

Hall, H. V., & Whitaker, L. C. (1999). *Collective violence: Effective strategies for assessing and interviewing in fatal group and institutional aggression*. Boca Raton, FL: CRC Press.

Substantial collection of essays in this reference text examining the foundations of violence, collective violence by private groups and organizations, and government sanctioned collective violence. Particularly timely are the chapters addressing adolescent violence. Includes an interesting chapter on oppression by science and an analysis of Raymond B. Cattell's association with the racist journal *Mankind Quarterly* and his controversial theory of Beyondism.

Hong, Y., Wong, R., & Liu, J. (2001). The history of war strengthens ethnic identification. *Journal of Psychology in Chinese Societies*, 2, 77-105.

Interesting study demonstrating how the presentation of a slide show with narrative about moments in war history can inflate levels of ethnic identification, ethnic pride, and patriotism.

Kecmanovic, D. (1996). *The mass psychology of ethnonationalism*. New York: Plenum Press.

Examines the sociopsychological and anthropological forces underlying nationalism or ethnonationalism. Addresses factors that foster the increase in nationalism and enable individuals to commit acts that would be otherwise unacceptable against other groups.

Kemp, G. (2001). Definitions of international aggression: Lessons for cross-cultural research. In J. M. Ramirez & D. S. Richardson (Eds.), *Cross-cultural approaches to research on aggression and reconciliation* (pp. 51-58). Huntington, NY: Nova Science.

Discusses the methodological problems associated with the development of an internationally accepted definition of aggression.

Lake, D. A., & Rothchild, D. (Eds.). (1998). *The international spread of ethnic conflict: Fear, diffusion, and escalation*. Princeton, NJ: Princeton University Press.

A good set of essays examining ethnic conflict globally. Challenges the idea that such conflict is simply the result of unleashed age-old enmities and suggests instead that a complex interaction of factors such as crisis and scarcity give rise to ethnic conflicts. Postulates methods for the management of transnational ethnic conflict.

Langholtz, H. J. (Ed.). (1998). *The psychology of peacekeeping*. Westport, CT: Praeger.

Excellent text compiling contributions related to topics of peacekeeping, peacemaking, and peacebuilding. Topics range from prevention to post-conflict reconstruction and reconciliation. Includes chapters not commonly covered in other texts such as peacekeeper personnel selection and training, psychological concerns of peacekeepers and humanitarian workers, and the psychological consequences of landmines.

Lindner, E. G. (2002). Healing the cycles of humiliation: How to attend to the emotional aspects of 'unsolvable' conflicts and the use of 'humiliation entrepreneurship.' *Peace & Conflict: Journal of Peace Psychology*, 8, 125-138.

Important article examining the effects of humiliation in the perpetuation and escalation of mass violence. Draws on research concerning the Holocaust, the genocide in Rwanda, and other conflicts as well as proposes strategies aimed at healing and reconciliation.

Linn, R. (2001). Conscience at war: On the relationship between moral psychology and moral resistance. *Peace & Conflict: Journal of Peace Psychology*, 7, 337-355.

Examines the real-life moral issues of war time within the context of both Kohlberg's and Linn/Gilligan's theories of moral judgment and behavior.

Long, W. J., & Brecke, P. (2003). *War and reconciliation: Reason and emotion in conflict resolution*. Cambridge, MA: MIT Press.

Highlights the importance of the reconciliation process in the development of sustainable peace following civil and international conflict. Through the use of 19 case studies, the authors systematically analyze the role that reconciliation can play in the restoration of social order.

MacNair, R. (2002). *Perpetration-induced traumatic stress: The psychological consequences of killing*. Westport, CT: Praeger.

Excellent book examining the research on traumatic stress induced by act of killing during wartime in soldiers and the treatment of combat veterans.

Additional related article by MacNair:

MacNair, R. M. (2002). Perpetration-induced traumatic stress in combat veterans. *Peace & Conflict: Journal of Peace Psychology*, 8, 63-72.

Pederson, D. (2002). Political violence, ethnic conflict, and contemporary wars: Broad implications for health and social well-being. *Social Science & Medicine*, 55, 175-190.

Examines mass violence and conflict from a health perspective and argues against the medicalization of trauma resulting from these situations. Argues that a broad range of cultural, political, environmental, economic, and social factors need to be understood to provide appropriate care for individuals and communities impacted by mass violence.

Polkinghorn, B., & Byrne, S. (2001). Between war and peace: An examination of conflict management styles in four conflict zones. *International Journal of Conflict Management*, 12, 23-46.

Examines differences based on gender and religion on conflict resolution styles of university students living in areas characterized by mass conflict.

Rothchild, D. (1997). *Managing ethnic conflict in Africa: Pressures and incentives for cooperation*. Washington, DC: Brookings Institution Press.

Provides a history of ethnic conflict in Africa back to its roots during the Colonial period. Analyzes previous conflicts and the use of conflict resolution techniques. Provides suggestions for successful strategies of mediation and intervention as well as methods geared towards reconciliation.

Schwebel, M. (Ed.). (1998). Peace by forceful means? [Special issue]. *Peace and Conflict: Journal of Peace Psychology*, 4(2).

An important contribution to the literature. Grapples with the difficult question of whether in our violent world, force is necessary as a mechanism to maintain peace. This issue begins with an article by Ralph White that evaluates twelve examples of the use of force by the United States and critiques their effectiveness. This opening article is followed by commentaries evaluating White's arguments.

Smith, M. B. (2002). The metaphor (and fact) of war. *Peace & Conflict: Journal of Peace Psychology*, 8, 249-258.

This article critiques the "war on terrorism" and provides alternate solutions grounded in peace psychology research and multilateralism.

Tetlock, P. E. (1997). Psychological perspectives on international conflict and cooperation. In D. F. Halpern & A. E. Voiskounsky (Eds.), *States of mind: American and post-Soviet perspectives on contemporary issues in psychology* (pp. 49-76). Oxford, England: Oxford University Press.

Scholarly psychological analysis of the politics of conflict within and between states.

Volkan, V. (1997). *Bloodlines: From ethnic pride to ethnic terrorism*. New York: Farrar, Strauss, and Giroux.

An examination of ethnic conflict from a psychoanalytic perspective. Includes analysis of conflicts occurring around the globe including Cyprus, Turkey, the Baltics, the Balkans, and Russia.

Worchel, S. (1999). *Written in blood: Ethnic identity and the struggle for human harmony*. New York: Worth.

Textbook examining the psychosocial factors related to ethnic identity and conflict. Includes an analysis of issues related to personal identity, group perceptions and stereotypes, and intergroup relationships. Presents methods designed to reduce ethnic violence and conflict. Students will benefit particularly from the readings that accompany each chapter illustrating the points discussed.

Worchel, S., & Simpson, J. A. (Eds.). (1993). *Conflict between people & groups: Causes, processes, and resolutions*. Chicago: Nelson-Hall.

A collection of articles concerning interpersonal, intergroup, and international conflict. Includes discussion of U.S. and U.S.S.R. conflict, negotiations in Poland, Israeli-Palestinian conflict and the relationship of YinYang theory and conflicts.

### ***Israeli-Palestinian Conflict***

Bar-Tal, D. (2001). Why does fear override hope in societies engulfed by intractable conflict, as it does in the Israeli society? *Political Psychology, 22*, 601-627.

Argues that the emotional response of fear inhibits the path to peace in societies marked by intractable conflict. Uses the Israeli-Palestinian conflict particularly in relation to Jewish Israelis as an example of a collective fear orientation serving as an obstacle to peace.

Bar-Tal, D., & Labin, D. (2001). The effect of a major event on stereotyping: Terrorist attacks in Israel and Israeli adolescents' perceptions of Palestinians, Jordanians and Arabs. *European Journal of Social Psychology, 31*, 265-280.

Examined the attitudes and stereotypic perceptions of Israeli adolescents toward Palestinians, Jordanians, and Arabs during a time of relative peace, immediately following a terrorist attack, and three months after a terrorist attack. Demonstrated that while differences, positive and negative, were found originally between the three groups, all were viewed more negatively following a terrorist attack and some attitudes persisted through the three month follow-up testing.

Beit-Hallahmi, B. (1972). Some psychosocial and cultural factors in the Arab-Israeli conflict: A review of the literature. *Journal of Conflict Resolution, 16*, 269-80.

Reviews psychosocial theory and empirical data as well as ideological and historical information concerning the Arab-Israeli conflict.

Mollov, B., & Lavie, C. (2001). Culture, dialogue, and perception change in the Israeli-Palestinian conflict. *International Journal of Conflict Management, 12*, 69-87.

Examined the use of intercultural and interreligious dialogue with Israeli and Palestinian university students on perceptions and attitudes towards the other.

Rouhana, N. N., & Bar-Tal, D. (1998). Psychological dynamics of intractable ethnonational conflicts: The Israeli-Palestinian case. *American Psychologist, 53*, 761-770.

Excellent article discussing the characteristics and psychological dynamics of intractable conflicts. Examines the Israeli-Palestinian situation as an example of such a conflict describing it as a clash of narratives. Includes a discussion of the contributions that can be made by psychology towards the resolution of such

Shamir, J., & Shikaki, K. (2002). Self-serving perceptions of terrorism among Israelis and Palestinians. *Political Psychology, 23*, 537-557.

Interesting study examining the perceptions of Israeli Arabs, Israeli Jews, and Palestinians towards acts of both local and international terrorism. Results demonstrate that self-serving perceptions were most prominent for Israeli Jews and Palestinians but included the belief that the international community largely views their own actions to be highly negative.

Tessler, M. (1996). *A history of the Israeli-Palestinian conflict*. Bloomington, IN: Indiana University Press.

Comprehensive history of the Israeli-Palestinian conflict.

Tibon, S., & Blumberg, H. H. (1999). Authoritarianism and political socialization in the context of the Arab-Israeli conflict. *Political Psychology, 20*, 581-591.

Explores the negative correlation and relationship between authoritarianism and support for peace in Israeli university students.

### **Northern Ireland**

Cairns, E., & Darby, J. (1998). The conflict in Northern Ireland: Causes, consequences, and controls. *American Psychologist, 53*, 754-760.

Examines the causes (i.e., history, theology, nationality, inequality, psychological explanations), consequences (i.e., violence, community divisions, mental health), and the policy approaches to conflict transformation (i.e., improving community relations, cultural traditions, the peace process, and political accommodation) involved in the Northern Ireland conflict.

Ruane, J., & Todd, J. (1996). *The dynamics of conflict in Northern Ireland: Power, conflict, and emancipation*. New York: Cambridge University Press.

Examines the political, cultural, religious, ideological, and economic dynamics involved in the Northern Ireland conflict.

Knox, C. (2001). The 'deserving' victims of political violence: 'Punishment' attacks in Northern Ireland. *Criminal Justice: International Journal of Policy & Practice, 1*, 181-199.

Discusses the categorization of specific victims of paramilitary violence into the category of "deserving" victims and their perceived expendability.

Stringer, M., Cornish, I. M., & Denver, S. (2000). The transition to peace and young people's perceptions of locations in Northern Ireland. *Peace & Conflict: Journal of Peace Psychology, 6*, 57-66.

Interesting study comparing students perceptions of various locales within Northern Ireland in relation to perceived violence and other factors. Student data were collected following a 2.5 year period of relative peace and these data were compared to similar data collected eleven years prior during a time of prolonged conflict. Results demonstrated rapid changes in student's perceptions following a period of peace with group differences noted between Protestants and Catholics.

### **Sri Lanka**

de Jong, K., Mulhern, M., Ford, N., Simpson, A., & van der Kam, S. (2002). Psychological trauma of the civil war in Sri Lanka. *Lancet, 359*, 1517-1518.

Survey of the level of traumatic stress and experiences in displaced persons resulting from the Sri Lankan civil war.

de Zoysa, P. (2001). Conflict-related trauma in an Asian country: A report from Sri Lanka. *International Review of Psychiatry, 13*, 201-208.

An examination of the effects of war and its psychological correlates on those living within the context of protracted war. Includes a discussion of various forms of war trauma and treatment for victims.

Leach, C. W., & Williams, W. R. (1999). Group identity and conflicting expectations of the future in Northern Ireland. *Political Psychology, 20*, 875-896.

Argues that discussion of intergroup conflict in Northern Ireland have typically failed to reflect the complexity of the groups and the conflict. Includes measures of religious identity in the analysis.

Rogers, J. D., Spencer, J., & Uyangoda, J. (1998). Sri Lanka: Political violence and ethnic conflict. *American Psychologist*, 53, 771-777.

Provides social and political background information concerning the violence and conflict in Sri Lanka including information concerning two main areas of conflict. Includes a discussion of various approaches that have been used to examine this conflict.

Rothberg, R. (Ed.). (1999). *Creating peace in Sri Lanka: Civil war & reconciliation*. Washington, DC: Brookings Institution Press.

Includes discussion of the roots, history, and consequences of the conflict. Includes discussion of the need for third party mediation of this conflict. An outgrowth of the 1997 Harvard World Peace Foundation conference.

Samarasinghe, V. (1996). Soldiers, housewives and peacemakers: Ethnic conflict and gender in Sri Lanka. *Ethnic Studies Report*, XIV, 203-227.

Examines the interaction between ethnic conflict and gender in Sri Lanka.

Somasundaram, D. (1998). *Scarred Minds: The psychological impact of war on Sri Lankan Tamils*. Thousand Oaks, CA: Sage.

Provides a history of the conflict. Examines the psychological causes and impact of war. Differentiates between the impact of a brief war and a protracted war. Also, includes information on the effects of torture. Text supported by research and case studies.

### **War - Refugees' and Survivors' Concerns**

#### **General**

Ai, A., Peterson, C., & Ubelhor, D. (2002). War-related trauma and symptoms of posttraumatic stress disorder among adult Kosovar refugees. *Journal of Traumatic Stress*, 15, 157-160.

Survey of Kosovar refugees examining degree of posttraumatic stress disorder, degree of experience of traumatic events, and gender.

Ajduković, D. (Ed.). (1997). *Trauma recovery training: Lessons learned*. Zagreb, Croatia: Society for Psychological Assistance.

Based on a 1997 conference on trauma recovery training. Provides information relevant to the treatment of children and adults in war regions. Provides valuable information concerning training and the mental health and support of care providers.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5-68.

Examines the interaction among the individual, their culture of origin, their culture of settlement, and events surrounding the immigration. Discusses the impact of this interaction on long-term societal acculturation.

Black, R., & Koser, K. (Eds.). (1999). *The end of the refugee cycle?: Refugee repatriation and reconstruction*. Oxford, England: Berghahn Books.

Examines the issues involved in returning "home" for refugees including the importance of social networks and difficulties associated with reintegration. Extensive use of case studies involving Bosnia, Eritrea, Cambodia, and Angola.

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity: The limitations of current concepts. *Social Science and Medicine*, 40, 1073-1082.

Challenges the use of the posttraumatic stress concept in developing countries. Argues that one must examine the broad social, political, and cultural context of the event for understanding. Uses case vignettes from Uganda as examples.

Bracken, P. J., & Petty, C. (Ed.). (1998). *Rethinking the trauma of war*. New York: Free Association Books.

Excellent collection of essays concerning debriefing and therapeutic intervention with survivors of war trauma. Challenges the applicability of Western conceptions of posttraumatic stress. Has many unique chapters on topics such as reintegration of child soldiers, caring for victims of torture, and wartime sexual violence.

Cohen, R. K., & Deng, F. M. (Eds.). (1998). *The forsaken people: Case studies of the internally displaced*. Washington, DC: Brookings Institution Press.

Important book that includes case studies of ten countries that have faced the crisis of internal displacement including Burundi, Rwanda, the Sudan, Liberia, Sri Lanka, Peru, and Colombia. Highlights the concerns that internal displacement places on internal security and regional stability.

Davies, S. (2001). The long-term psychological effects of traumatic wartime experiences on older adults. *Aging & Mental Health*, 5, 99-103.

Reviews the research on the long-term psychological effects of war, specifically for British veterans.

De Jong, J. (Ed.). (2002). *Trauma, war, and violence: Public mental health in socio-cultural context*. New York: Kluwer Academic.

Provides analyses of various mental health needs and programs by psychologists from around the globe. Focuses particularly on the needs of those who live in areas of extreme conflict, refugee camps, intense poverty, or where human rights are routinely violated.

Elsass, P. (1992). *Strategies for survival: The psychology of cultural resilience in ethnic minorities*. New York: New York University Press.

Begins with a discussion of five separate minority/indigenous cultures in Venezuela and Colombia struggling to remain independent. Provides a history of each group and documents their successes and failures. Within this context, Elsass presents a psychological theory of survival and resilience.

Elsass, P. (1997). *Treating victims of torture and violence: Theoretical, cross-cultural, and clinical implications*. New York: New York University Press.

Written for clinicians, this book discusses the treatment of survivors of torture and mass violence, prisoners of war, and victims of forced migration. Theoretically, the text blends traditional psychoanalytic, cognitive-behavioral, and cultural-psychological theories. Also included are discussions concerning the implications of working with culturally diverse populations and information for clinicians to assist with the development of cultural sensitivity.

Hernandez, P. (2002). Trauma in war and political persecution: Expanding the concept. *American Journal of Orthopsychiatry*, 72, 16-25.

Examines the concept of trauma within the context of war and political oppression experienced by Colombian human rights workers.

Jones, L. (1998). The question of political neutrality when doing psychosocial work with survivors of political violence. *International Review of Psychiatry*, 10, 239-247.

While neutrality is an assumed component of clinical practice, this article argues that such neutrality may be counterproductive and impossible in some situations. Thoughtful exploration of political neutrality versus subjectivity concerns in psychosocial work with survivors of political violence. Also discussed are the ramifications of such neutrality and subjectivity.

Kleber, R. J., Figley, C. R., & Gersons, B. P. R. (Eds.). (1995). *Beyond trauma: Cultural and societal dynamics*. New York: Plenum Press

This collection of essays examines all aspects of working with survivors of trauma associated with mass violence, war, political oppression, and disaster. Challenges traditional notions of posttraumatic stress disorder, argues for the inclusion of social and cultural values in work with survivors, and examines the moral and ethical issues associated with treatment of survivors. Based on the 1992 World Conference of the International Society for Traumatic Stress Studies on Trauma and Tragedy: The Origins, Management, and Prevention of Traumatic Stress in Today's World, Amsterdam, Netherlands.

Krippner, S., & McIntyre, T. M. (Eds.). (2003). *The psychological impact of war trauma on civilians: An international perspective*. Westport, CT: Praeger.

Excellent edited text concerning all phases of war conflict and trauma including prevention, intervention, and reconstruction. Includes case histories and analyses as well as broader integrative chapters examining the issue of war trauma.

Leach, J. (2002). Personality profiles of prisoners of war and evaders. *Military Psychology*, 14, 73-81.

Interesting article that suggests that certain personality characteristics (e.g., paranoia and hysteria) may predispose soldiers to capture as opposed to being the result of time spent as a prisoner of war.

Marsella, A., Bornemann, T., Ekblad, S., & Orley, J. (1994). *Amidst peril and pain: The mental health and well-being of the world's refugees*. Washington, DC: American Psychological Association.

Excellent collection of articles concerning the mental health of refugees. The first section of the text deals with fundamental concerns related to the refugee crisis. The second section is particularly important as it highlights specific regional refugee concerns. The third section addresses specific clinical concerns such as the applicability of the posttraumatic stress disorder diagnosis and specific concerns of refugee children. The fourth section discusses mental health services and includes a chapter on training professionals for work with refugees. The final section addresses recommendations and future challenges.

Merckelbach, H., Dekkers, T., Wessel, I., & Roefs, A. (2003). Amnesia, flashbacks, nightmares, and dissociation in aging concentration camp survivors. *Behaviour Research & Therapy*, 41, 351-360.

Aging Dutch survivors of Japanese/Indonesian concentration camps were studied and symptoms typically associated with traumatic stress in relation to war memories were not found for this population.

Port, C. L., Engdahl, B., & Frazier, P. (2001). A longitudinal and retrospective study of PTSD among older prisoners of war. *American Journal of Psychiatry*, 158, 1474-1479.

Examined the pattern of posttraumatic stress symptoms and disorder in former prisoners of war from World War II and the Korean conflict.

Soldatova, G. U. (1997). Strangers in the homeland: Ethnopsychological problems of forced immigrants in Russia. In D. F. Halpern & A. E. Voiskounsky (Eds.), *States of mind: American and post-Soviet perspectives on contemporary issues in psychology* (pp. 291-305). Oxford, England: Oxford University Press.

Presents research examining the impact of forced immigration in the North Caucasus region. Note: Feminist psychologist Galina Soldatova was killed in November 1998, an apparent assassination in response to her political and human rights work.

Solomon, Z. (2001). The impact of posttraumatic stress disorder in military situations. *Journal of Clinical Psychiatry*, 62 (Suppl. 17), 11-15.

This review examines both the short and long term effects of war trauma on soldiers during combat and upon return home.

van der Veer, G. (1998). *Counseling and therapy with refugees and victims of trauma: Psychological problems of victims of war, torture, and repression*. New York: Wiley.

Written for clinicians, this text addresses the special needs of refugees and victims of torture, mass violence, and political repression. Addresses diagnostic concerns, cultural differences between the client and Western therapist, and treatment goals and concerns. Includes special chapters regarding sexual torture and violence against both men and women, unique concerns related to work with children and adolescents, information concerning the special problems for the care provided associated with refugee population work.

### **Children and Adolescents**

Allwood, M. A., Bell-Dolan, D., & Husain, S. A. (2002). Children's trauma and adjustment reactions to violent and nonviolent war experiences. *Journal of the American Academy of Child & Adolescent Psychiatry*, 41, 450-457.

A large study of children living in Sarajevo examining the effects of both violent and nonviolent war trauma on the development of posttraumatic stress disorder symptoms and overall adjustment. Highlights the additive effects of violence and deprivation on children's adjustment to trauma.

Apfel, R. J., & Bennett, S. (Eds.). (1996). *Minefields in their hearts: The mental health of children in war and communal violence*. New Haven, CT: Yale University Press.

Health care professionals discuss their experiences of working with child survivors of war. Includes intervention, treatment, ethical concerns, refugee issues, and care for the caregiver.

Berman, H. (2001). Children and war: Current understandings and future directions. *Public Health Nursing*, 18, 243-252.

General introduction to the topic of the effects of war, refugee experience, and migration on children and adolescents.

Bilu, Y. (1989). The other as a nightmare: The Israeli-Arab encounter as reflected in children's dreams in Israel and the West Bank. *Political Psychology*, 10, 365-389.

Content analysis of almost 400 Jewish and Arab children in Israel. Results suggest that these children have already internalized the conflict and characterization of the "other."

Cole, E., & Brown, R. S. (2002). Psychological needs of post-war children in Kosovo: A preliminary analysis. *School Psychology International*, 23, 131-147.

This research involves the study of Kosovar children based on self-report questionnaires and questionnaires completed by teachers. The role that the school environment plays in the long-term adjustment of children to war trauma is examined.

Davies, M. (2000). Promoting the psychological well-being of refugee children. *Clinical Child Psychology & Psychiatry*, 5, 541-554.

Using a case study approach, this article argues that the mental health needs of refugee children, specifically Somali refugee children, must take place within the context of culturally sensitive treatment approaches.

de Silva, H., Hobbs, C., & Hanks, H. (2001). Conscription of children in armed conflict – a form of child abuse. A study of 19 former child soldiers. *Child Abuse Review, 10*, 125-134.

This article addresses a topic hidden generally from public view – the topic of child soldiers, their method of recruitment, the work that they are required to do, and the impact on their development and psychological functions. This article is based on interviews with 19 former child soldiers and argues that child soldiering is a form of child abuse.

Dyregrov, A., Gjestad, R., & Raundalen, M. (2002). Children exposed to warfare: A longitudinal study. *Journal of Traumatic Stress, 15*, 59-68.

Longitudinal study of children reactions and traumatic stress in Iraq following the 1991 Gulf war.

Kuterovac-Jagodic, G. (2003). Posttraumatic stress symptoms in Croatian children exposed to war: A prospective study. *Journal of Clinical Psychology, 59*, 9-25.

A variety of factors were examined both during the 1994 war and 30 months later related to the development of posttraumatic stress reactions.

McLernon, F., & Cairns, E. (2001). Impact of political violence on images of war and peace in the drawings of primary school children. *Peace & Conflict: Journal of Peace Psychology, 7*, 45-57.

Compared children's (Northern Ireland children living in areas of high or low violence and English children) representations of war and peace through an analysis of their drawings.

Murray, J. S. (2002). Helping children cope with separation during war. *Journal for Specialists in Pediatric Nursing, 7*, 127-130.

Article addresses the needs of children who experience separation from a parent due to the parent's deployment to the military and potentially war arena. Provides suggestions towards meeting the needs of these children.

Parson, E. R. (2000). Understanding children with war-zone traumatic stress exposed to the world's violent environments. *Journal of Contemporary Psychotherapy, 30*, 325-340.

This article discusses the concepts of "warzone traumatic stress" and "warzone traumatherapy" in relation to diagnosis and treatment of children living in war torn regions of the globe. Provides a theoretical basis for the above recommendations.

Ramos-Horta, J. (1998). Children of war. *Family & Conciliation Courts Review, 36*, 333-344.

Discusses the impact of war and violence on children. Focuses on the needs and concerns of children in East Timor.

Saltzman, W., Layne, C. M., Steinberg, A. M., Arslanagic, B., & Pynoos, R. S. (2003). Developing a culturally and ecologically sound intervention program for youth exposed to war and terrorism. *Child & Adolescent Psychiatric Clinics of North America, 12*, 319-342.

Article focusing on the development and implementation of a school-based treatment program for adolescents in Bosnia-Herzegovina. This multidisciplinary and community based partnership model can be used as a template for programs in other regions and conflicts.

Thabet, A. A., & Vostanis, P. (2000). Post traumatic stress disorder reactions in children of war: A longitudinal study. *Child Abuse & Neglect, 24*, 291-298.

Longitudinal study of children living in the Gaza strip and assessed for posttraumatic stress and general mental health.

Thomas, J. M., & Garrod, A. (2002). Forgiveness after genocide? Perspectives from Bosnian youth. In S. Lamb & J. G. Murphy (Eds.), *Before forgiving: Cautionary views of forgiveness in psychotherapy* (pp. 192-211). London: Oxford University Press.

Interesting chapter challenging that forgiveness is a necessary component of recovering from war victimization.

Wessells, M. (Ed.). (1998). The Graca Machel/UN study on the effects of war on children [Special issue]. *Peace and Conflict: Journal of Peace Psychology, 4*(4).

A discussion of and response to the United Nation's Impact of Armed Conflict on Children study.

Yule, W. (2000). From pogroms to "ethnic cleansing": Meeting the needs of war affected children. *Journal of Child Psychology & Psychiatry & Allied Disciplines, 41*, 695-702.

Addresses the issues of children in situations of war and highlights a community-based program in Bosnia designed to meet the needs of these children. Presents a model for intervention.

### **Women**

Atlani, L., & Rousseau, C. (2000). The politics of culture in humanitarian aid to women refugees who have experienced sexual violence. *Transcultural Psychiatry, 37*, 435-449.

Challenges the notion of a common approach to the treatment of refugee women who have been victims of sexual torture either during war or within a refugee camp. Highlights the need for more culturally specific approaches to humanitarian intervention.

Cole, E., Espin, O. M., & Rothblum, E. D. (Eds.). (1992). *Refugee women and their mental health: Shattered societies, shattered lives*. Binghamton, NY: Harrington Park Press.

A collection of essays dealing with the special needs of women refugees. Written both by mental health care professionals and women refugees noting that these categories are not mutually exclusive. Includes information concerning the challenges and rewards of work with refugee women, psychological concerns and treatment, and the path to healing.

Caprioli, M., & Boyer, M. A. (2001). Gender, violence, and international crisis. *Journal of Conflict Resolution, 45*, 503-518.

Interesting study examining the relationship of domestic gender equality and degree of a state's use of violence in response to international crisis. Argues that as level of domestic gender equality rises, the severity of violence declines.

Liebling, H., & Kiziri-Mayengo, R. (2002). The psychological effects of gender-based violence following armed conflict in Luwero District, Uganda. *Feminism & Psychology, 12*, 553-560.

Focuses specifically on the long-term effects of violent civil war in Uganda on women in the region. Highlights the need for specific interventions and programs aimed at women's healing and empowerment.

Lykes, M. B., Brabeck, M. M., Ferns, T., & Radan, A. (1993). Human rights and mental health among Latin American women in situations of state-sponsored violence: Bibliographic resources. *Psychology of Women Quarterly, 17*, 525-544.

Important work that emerged from the efforts of the Division 35 (Psychology of Women) task force on human rights and the mental health of Latin American women living in situations of war or state-sponsored

violence or both. Areas emphasized include refugee and internal displacement issues, the impact of torture, and methods of culturally appropriate intervention.

McKay, S., & de la Rey, C. (2001). Women's meanings of peacebuilding in post-apartheid South Africa. *Peace & Conflict: Journal of Peace Psychology, 7*, 227-242.

Examines the role that women have played in both peacemaking and peacebuilding in South Africa. Based on conversations with South African women. Differences between male and female approaches to peacebuilding are discussed.

Turshen, M., & Twagiramariya, C. (Eds.). (1998). *What women do in wartime: Gender and conflict in Africa*. London: Zed Books.

Excellent collection of essays concerning African women's experiences of war. Discusses the complexity of women's experiences as participants during wartime and as refugees escaping violence. Scholarly analysis of the cultural context is interwoven with the writings and words of African women. Includes the difficult topics of mass rape, sexual torture, and sexual slavery. The text goes beyond, however, the view of women solely as victims to include discussion of women as soldiers, guerilla fighters, as well as agents for positive change.

### **Terrorism**

Ahern, J., Galea, S., Resnick, H., Kilpatrick, D., Bucuvalas, M., Gold, J., & Vlahov, D. (2002). Television images and psychological symptoms after the September 11 terrorist attacks. *Psychiatry: Interpersonal & Biological Processes, 65*, 289-300.

Survey research examining the relationship between frequency of television viewing of the attacks of September particularly those images of individuals jumping or falling to their death, degree of direct personal impact of the event, and the degree of posttraumatic stress disorder and depression.

Atran, S. (2003). Genesis of suicide terrorism. *Science, 299*, 1534-1539.

While suicide bombers are often portrayed as inherently evil fanatics, this study challenges this notion highlighting the lack of psychopathology and relatively cultural normality of these individuals. Focuses on blocking the role of recruitment into fanatic organizations as an avenue for prevention of future terrorist activities.

Blazak, R. (2001). White boys to terrorist men: Target recruitment of Nazi skinheads. *American Behavioral Scientist, 44*, 982-1000.

Interesting study examining the factors that play a role in recruitment of vulnerable youth into Nazi skinhead groups.

Blee, K. M. (2003). *Inside organized racism: Women in the hate movement*. Berkeley, CA: University of California Press.

Fascinating study of women recruited into and involved in hate groups within the United States. Includes an appendix outlining the methods used in her study.

Blumberg, H. H. (2002). Understanding and dealing with terrorism: A classification of some contributions from the behavioral and social sciences. *Peace & Conflict: Journal of Peace Psychology, 8*, 3-16.

Bibliography of research related to terrorism from a psychological perspective organized by category (e.g., "crisis intervention" and "understanding and dealing with terrorists").

Bourne, L. E., Healy, A. F., & Beer, F. A. (2003). Military conflict and terrorism: General psychology informs international relations. *Review of General Psychology, 7*, 189-202.

Through a series of studies, this research examines young adults' reactions and proposed responses to a variety of scenarios involving either terrorist or military attack.

Byron, K., & Peterson, S. (2002). The impact of a large-scale traumatic event on individual and organizational outcomes: Exploring employee and company reactions to September 11, 2001. *Journal of Organizational Behavior*, 23, 895-910.

Addresses the impact of extra-organizational stressors such as the attack of September 11, 2001 on organizational functioning and employee behavior including absenteeism.

Chen, H., Chung, H., Chen, T., Fang, L., & Chen, J. (2003). The emotional distress in a community after the terrorist attack on the World Trade Center. *Community Mental Health Journal*, 39, 157-165.

Retrospective study of the psychological impact of the attacks of September 11, 2001 on residents of a Chinatown community in the immediate neighborhood of the World Trade Center

Crenshaw, M. (2000). The psychology of terrorism: An agenda for the 21st century. *Political Psychology*, 21, 405-420.

Discusses the difficulties associated with the study of terrorism including problems of definition and the reactive nature of most research. Argues that integrative research examining a broad range of psychosocial factors needs to be undertaken and include both current and historical instances of terrorism as part of that analysis.

DeLisi, L., Maurizio, A., Yost, M., Papparozi, C., Fulchino, C., Katz, C. L., Altesman, J., Biel, M., Lee, J., & Stevens, P. (2003). A survey of New Yorkers after the Sept. 11, 2001, terrorist attacks. *American Journal of Psychiatry*, 160, 780-783.

Study based on interviews with individuals living or working in Manhattan following the attacks of September 11, 2001. Examines the prevalence of psychiatric symptoms in the 3 to 6 month period following the attacks.

Dray, P. (2002). *At the hands of persons unknown: The lynching of Black America*. New York: Random House.

A comprehensive history with impeccable documentation examining lynching of African-Americans in the United States.

Dunkel, C. (2002). Terror management theory and identity: The effect of the 9/11 terrorist attacks on anxiety and identity change. *Identity*, 2, 281-301.

This study examines the relationship of terror management to identity development and commitment. Results include a demonstration that individuals with well-formed identity experience less anxiety when faced with reminders of the attacks of September 11, 2001, than individuals still exploring their identity.

Durodie, B., & Wessely, S. (2002). Resilience or panic? The public and terrorist attack. *Lancet*, 360, 1901-1902.

Argues that governments should prepare the public for involvement in emergency plans as a means to prepare the public for terrorist attacks while maintaining resilience and avoiding post-attack panic.

Franklin, C. L., Young, D., & Zimmerman, M. (2002). Psychiatric patients' vulnerability in the wake of the September 11th terrorist attacks. *Journal of Nervous & Mental Disease*, 190, 833-838.

Study compared psychiatric patients and non-psychiatric medical patients on stress related self-report measures in the weeks immediately following the attacks of September 11, 2001. Results indicate that psychiatric patients may be at increased risk for developing stress reactions following terrorist attacks than the general population.

Hart, R. P., Jarvis, S. E., & Lim, E. T. (2002). The American people in crisis: A content analysis. *Political Psychology, 23*, 417-437.

Interesting study comparing images and statements about the American people and electorate following the attacks of September 11, 2001 and during the impeachment of President Clinton.

Hoffman, B. (1999). *Inside terrorism*. New York: Columbia University Press.

Excellent introduction to the topic of terrorism. Includes a broad discussion outlining the difficulties associated with defining terrorism. Most beneficial are the chapters discussing the myriad of motivations for terrorism, the symbiotic role of the media, targets and techniques for both terrorism and counterterrorism, and the internationalization of terrorism. The text is both theoretical and grounded in discussion of terrorist attacks (domestic and international) in the U.S. and other countries.

Huddy, L., Feldman, S., Capelos, T., & Provost, C. (2002). The consequences of terrorism: Disentangling the effects of personal and national threat. *Political Psychology, 23*, 485-509.

Differentiates between perceived threat from a personal and a national perspective and the effects of these perceived threats related to terrorism.

Kegley, C. W. (Ed.). (2003). *The new global terrorism: Characteristics, causes, and controls*. Upper Saddle River, NJ: Prentice Hall.

Brief edited text covering a broad range of topics related to terrorism. Includes a section on the causes of terrorism with one chapter focusing specifically on the psycho-political roots of terrorism.

Keinan, G., Sadeh, A., & Rosen, S. (2003). Attitudes and reactions to media coverage of terrorist acts. *Journal of Community Psychology, 31*, 149-165.

Questionnaire study of individuals' attitudes toward media coverage of a terrorist attack in Israel examining a variety of factors including desire for information, stress symptomatology, gender, and political orientation.

Kelly, R. J., & Maghan, J. (1998). *Hate crimes: The global politics of polarization*. Carbondale, IL: Southern Illinois University Press.

An examine of hate crimes not only in the United states but globally and their relationship to mass violence and genocide. Includes case examples and analyses.

La Greca, A., Silverman, W. K., Vernberg, E. M., & Roberts, M. C. (Eds.). (2002). *Helping children cope with disasters and terrorism*. Washington, DC: American Psychological Association.

Edited text designed to address the myriad of crises that children may be exposed to including terrorism, natural disasters, human-made or technological disasters (e.g., auto accidents), and acts of violence.

Lerner, J. S., Gonzalez, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science, 14*, 144-150.

Research examined the role of both fear and anger on perceived risk following the attacks of September 11, 2001 within the context of appraisal-tendency theory.

Levin, B. (2002). Cyberhate: A legal and historical analysis of extremists' use of computer networks in America. *American Behavioral Scientist, 45*, 958-988.

Interesting article examining the use of the Internet by extremist and hate-based groups and individuals. Legal issues concerning "free speech" are addressed.

Levin, J., (2002). *The violence of hate: Confronting racism, anti-Semitism, and other forms of bigotry*. Boston, MA: Allyn & Bacon.

Concise text dealing with a broad range of issues related to hate. Includes a typology of hate, a discussion on what the author terms the "benefits of bigotry", and the evolution of ordinary individuals into models of hate through social psychological methods within hate groups.

Levin, J., & McDevitt, J. (2002). *Hate crimes revisited: America's war on those who are different*. Boulder, CO: Westview.

Focuses on hate crimes as a form of terror against "the other" in the United States. Examines the causes and characteristics of hate crimes as well as the consequences of such acts. Includes discussion of public policy, prevention, and community responses to hate crimes.

Levitas, D. (2002). *The terrorist next door: The militia movement and the radical right*. New York: Thomas Dunne Books.

An examination of the formation and evolution of hate groups in the United States. Includes analyses related to the motivations for individuals to join hate groups and their path to violence. Highlights the relationship of organized hate groups to domestic terrorism in the United States.

Macias, J. (2002). The tragedy of terrorism: Perspective, reflection, and action in the aftermath. *Anthropology & Education Quarterly*, 33, 280-282.

Short theoretical article discussing public reaction to the attacks of September 11, 2001 and argues for the need for reflection and contextual perspective-taking following such events and prior to action.

Maniscalco, P. M., & Christen, H. T. (2001). *Understanding terrorism and managing the consequences*. Upper Saddle River, NJ: Prentice-Hall.

Text designed to familiarize the reader to a variety of critical responses to terrorist attacks. Designed for a broad range of readers from those in law enforcement to private industry. Not only addresses the immediate consequences of an attack with weapons of mass destruction (e.g., biological and chemical weapons) but also the impact that such attacks have on service delivery and society. Includes simulations that can be used as class exercises.

Miller, L. (2002). Psychological interventions for terroristic trauma: Symptoms, syndromes, and treatment strategies. *Psychotherapy: Theory, Research, Practice, Training*, 39, 283-296.

Review article discussing various types of trauma (e.g., war trauma and trauma resulting from natural disasters) that have been used as a basis for understanding and treatment of terrorism. Provides recommendations for treatment of those suffering from psychological difficulties following a terrorist attack.

Moghaddam, F. M., & Marsella, A. J. (Eds.). (2004). *Understanding terrorism: Psychosocial roots, consequences, and interventions*. Washington, DC: American Psychological Association.

Excellent edited text divided into three sections. The first section focuses on the underlying issues and context of terrorism. The second section includes chapters related to the psychosocial foundations of terrorism and includes topics such as moral disengagement, Staub's model of mass violence, and peace psychology's perspectives on terrorism. The final section of the book relates to psychological consequences of terrorism. An important contribution to the study of terrorism.

Norwood, A. E., Holloway, H. C., & Ursano, R. J. (2001). Psychological effects of biological warfare. *Military Medicine*, 166(12, Suppl. 2), 27-28.

Discusses a broad range of concerns relative to use of bioterrorism, its effects psychologically and behaviorally, prevention, and appropriate response plans to attack.

Pantin, H. M., Schwartz, S. J., Prado, G., Feaster, D. J., & Szapocznik, J. (2003). Posttraumatic stress disorder symptoms in Hispanic immigrants after the September 11th attacks: Severity and relationship to previous traumatic exposure. *Hispanic Journal of Behavioral Sciences, 25*, 56-72.

Examined the impact on the attacks of September 11, 2001 on Hispanic immigrant who viewed the attacks via television. Degree of posttraumatic stress response was highly related to previous exposure to trauma.

Pedahzur, A., Perliger, A., & Weinberg, L. (2003). Altruism and fatalism: The characteristics of Palestinian suicide terrorists. *Deviant Behavior, 24*, 405-423.

Attempts to fit Palestinian suicide bombers into the typology of suicide established by Durkheim.

Pyszczynski, T., Solomon, S., & Greenberg, J. (2002). *In the wake of 9/11: The psychology of terror*. Washington, DC: American Psychological Association.

Provides an analysis of the attacks of September 11, 2001 and the response of those within the U.S. to those attacks within the context of terror management theory and research.

Reich, W., & Laqueur, W. (Eds.). (1998) *Origins of terrorism: Psychologies, ideologies, theologies, states of mind*. Washington, DC: Woodrow Wilson Center Press.

Edited text that addresses a number of topics relevant to the study of the psychosocial roots of terrorism. Includes chapters concerning the motivation of terrorism, moral disengagement, hostage taking, and the psychopolitical bases of terrorism within democratic nations.

Salerno, J. A., & Nagy, C. (2002). Terrorism and aging. *Journals of Gerontology: Series A: Biological Sciences & Medical Sciences, 57A*, M552-M554.

Discusses the strategies used by older adults to cope with the attacks of September 11, 2001 and other related types of trauma.

Schildkraut, D. (2002). The more things change...American identity and mass and elite responses to 9/11. *Political Psychology, 23*, 511-535.

Comparison of the rhetoric, statements from media, and public opinion following the attack on Pearl Harbor and the terrorist attacks of September 11, 2001.

Schulman, E. (2002). Combating terrorism: An immodest proposal. *Psychology & Education: An Interdisciplinary Journal, 39*, 43-45.

Argues against the use of force as an immediate response to terrorism. Further argues that military force, while gratifying on one level, as a means of revenge is an ineffective means of conflict resolution and may prove to increase resentment and future risk of terrorism if applied indiscriminately towards the general group with whom the perpetrators are associated.

Schuster, M. A., Stein, B. D., Jaycox, L. H., Collins, R. L., Marshall, G. N., Elliott, M. N., Zhou, A. J., Kanouse, D. E., Morrison, J. L., & Berry, S. H. (2001). A national survey of stress reactions after the September 11, 2001, terrorist attacks. *New England Journal of Medicine, 345*, 1507-1512.

This article reports the results of a phone survey of a representative sample of U. S. adults about their symptoms of stress following the attacks of September 11, 2001, coping strategies, and the impact on their children.

Silver, R. C., Holman, E. A., McIntosh, D. N., Poulin, M., & Gil-Rivas, V. (2002). Nationwide longitudinal study of psychological responses to September 11. *JAMA: Journal of the American Medical Association*, 288, 1235-1244.

Survey examined the immediate and short-term effects of the attacks of September 11, 2001 using a variety of demographic and mental health variables as predictors of coping and levels of posttraumatic stress.

Simonsen, C. E., & Spindlove, J. R. (2000). *Terrorism today: The past, the players, the future*. Upper Saddle River, NJ: Prentice Hall.

Textbook broken into three broad sections. The first section includes a discussion of the various definitions of terrorism, a history of terrorism, information evaluating state and religious terrorism. The second section of the text includes a comprehensive listing of international forms of terrorism divided by global region. The final section of the text discusses counterterrorism both as a strategy and as applied by specific countries.

Stout, C. (Ed.). (2002). *The psychology of terrorism*. Westport, CT: Praeger.

This is a four volume edited set. The first volume is designed to provide background information for general understanding of a broad range of terrorism topics from bioterrorism to the psychology of the terrorist. The second volume focuses on clinical issues and responses to terrorism. The third volume is divided into two sections that focus on placing terrorism within cultural and religious theoretical contexts. This four volume set concludes with articles addressing various aspects of response to terrorism as well as prevention. An important addition for any library.

Tsfati, Y., & Weimann, G. (2002). www.terrorism.com: Terror on the Internet. *Studies in Conflict & Terrorism*, 25, 317-332.

Explores the use of the Internet as a forum for mass hate and terrorism.

Wagner, R. V. (Ed.). (2002). *Peace and Conflict's* first response to September 11 [Special Issue]. *Peace & Conflict: Journal of Peace Psychology*, 8(1).

Important issue of the journal of peace psychology addressing the attacks of September 11, 2001 and terrorism as it occurs around the world. Very helpful bibliography and relevant articles.

Wessely, S., Hyams, K. C., & Bartholomew, R. (2001). Psychological implications of chemical and biological weapons. *BMJ: British Medical Journal*, 323, 878-879.

Article dealing with the psychological threat and ramifications both short and long term of the use or potential use of chemical and biological weapons.

Whitaker, D. J. (Ed.). (2001). *The terrorism reader*. New York: Routledge.

Edited text examining terrorism from various approaches including psychological, sociological, legal, and ethical. Includes good discussion of the problems associated with counterterrorism. Includes numerous case studies.

White, J. R. (2002). *Terrorism: An introduction: 2002 update*. Belmont, CA: Wadsworth.

Textbook aimed at analysis and understanding of both domestic and international terrorism. Broad range of theories discussed concerning the criminology of terrorism and a second focusing on the history of terrorism is included. Modern terrorism is discussed both by type and region of the world. Includes an interesting chapter related to terrorism and the media.

Woolf, L. M., & Hulsizer, M. R. (2002/2003). Intra- and inter- religious hate and violence: A psychosocial model. *Journal of Hate Studies*, 2, 5-26.

Examines intra- and inter- religious hate and violence from a psychosocial perspective. Presents a model of such violence and enmity including group cultural factors, social psychological factors ( i.e., social cognitive, influence, and relations), situational factors (e.g., crisis, role of religion), the steps along the path to violence, and the role of bystanders. Includes discussions of terrorism and religious based hate groups and hate crimes. Ends with a section devoted to the topic of prevention.

Woolf, L. M., & Hulsizer, M. R. (2004). Hate groups for dummies: How to build a successful hate group. *Humanity and Society*, 28, 40-62.

Examines the structure and function of hate groups from a psychosocial perspective and includes information relevant to the prevention of organized hate.

### ***Altruism and Aggression***

Barash, D. P. (2001). *Understanding violence*. Needham Heights, MA: Allyn & Bacon.

The text represents a truly multidisciplinary approach to understanding aggression. The author has compiled some of the key readings on aggression. Classic writings from scholars such as Bandura, Berkowitz, and Hare accompany more recent selections from the fields of biology, psychology, sociology, anthropology, political science, and criminology.

Baron, R. A., & Richardson, D. R. (1994). *Human aggression* (2<sup>nd</sup> ed.). New York: Plenum Press.

The first edition was a classic. The second edition continues the tradition of excellence. This text provides a very thorough summary of the aggression research – albeit one focused more on interpersonal aggression versus mass violence. All the major perspectives are discussed (e.g., biological, cognitive, developmental, personality, and social). Unfortunately, the text is getting dated. However, it is still an excellent reference source.

Batson, C. D. (1991). *The altruism question*. Mahwah, NJ: Erlbaum.

The author explores whether helping behavior is driven by solely altruistic or egoistic motivation. A series of experiments that support Batson's theory of altruistic motivation are profiled. Very good reference piece. Nice contrast to the egoistic perspective.

Berkowitz, L. (1993). *Aggression: Its causes, consequences, and control*. New York: McGraw-Hill.

This text is a well-written overview of aggression research. The author discusses all the major perspectives within this area of inquiry. While the author does not specifically address mass violence, many of the same antecedents are discussed. Primary problem with this text is its age.

Bierhoff, H. (2002). *Prosocial behavior*. Philadelphia: Psychology Press.

This recent text provides a comprehensive overview of the various perspectives and research surrounding prosocial behavior. A wonderful jumping off point for further investigation into the altruism literature.

Clark, D. (2003). *Pro-social and anti-social behavior*. New York: Routledge.

This compact text addresses the basic antecedents of altruism and aggression. The text is very concise, well written, up-to-date and serves as a good starting point towards the development of a thorough understanding of altruism and aggression.

Englander, E. K. (1997). *Understanding violence*. Mahwah, NJ: Erlbaum.

Brief text provides an introduction to aggression. Book is organized around common antecedents of aggression. Additional special topics such as drugs, gangs, sexual assault, abuse, and family violence are

also presented. The text does not address mass violence and given the availability of more complete texts is somewhat limited in its usefulness.

Geen, R. G. (1990). *Human aggression*. Pacific Grove, CA: Brooks/Cole.

Although this textbook is dated, it does provide a very concise summary of the major theoretical perspectives in interpersonal aggression research.

Geen, R. G., & Donnerstein, E. (Eds.). (1998). *Human aggression: Theories, research, and implications for social policy*. San Diego: Academic Press.

This edited text summarizes current research findings regarding the antecedents of aggressive behavior. Chapters cover such topics as personality influences, affect, cognition, self-esteem, exposure to media, violence towards women, sexual aggression, and temperament. Each chapter includes possible social implications. Although no chapter specifically addresses mass violence, several of the policy implications are relevant to the topic.

Gunter, B., Harrison, J., & Wykes, M. (2003). *Violence on television: Distribution, form, context, and themes*. Mahwah, NJ: Erlbaum.

An extremely well written, comprehensive book that systematically addresses the impact of violent television on society. While much of the focus is on British television, the authors provide a chapter comparing British television with American television. The text is particularly important given the potential long-term impact televised violence can have on a culture.

Krahé, B. (2001). *The social psychology of aggression*. Philadelphia: Psychology Press.

The text provides a very good, up-to-date overview of aggression research. The author covers all the major perspectives and highlights some common topics such as domestic abuse and sexual aggression. Included is a small section that addresses politically motivated and collective violence.

Meadows, R. J. (2001). *Understanding violence and victimization* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Text primarily addresses victimization. Topics include family violence, victimization by strangers, workplace violence, and school violence. The author also presents a chapter on responding to criminal victimization. Although well written, the text does not cover the full range of aggressive behavior.

Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.

Excellent edited text composed of chapter written by distinguished scholars within the field of social psychology. Examines a range of topics concerning good and evil including discussion of various concepts (e.g., evil), the causes and consequences of harming others, the relation of self-concept to good and evil, and the development and consequences of kindness.

Oliner, S. P., & Oliner, P. M. (1988). *The altruistic personality: Rescuers of Jews in Nazi Europe*. New York: Free Press.

Classic work examining the characteristics of rescuers of Jews during the Nazi era. Based on over 700 interviews with both rescuers and nonrescuers.

Oliner, P. M., Oliner, S. P., Baron, L., Krebbs, D. L., & Smolenska, M. Z. (Eds.) (1992). *Embracing the other: Philosophical, psychological, and historical perspectives on altruism*. New York: New York University Press.

Collection of essays written by scholars from a variety of disciplines examining the nature of real-life altruism. Includes essays concerning rescuers during the Holocaust.

Ozinga, J. R. (1999). *Altruism*. Westport, CT: Praeger.

The author argues that altruism is an inherent part of human nature with evolutionary value. Text provides an interesting perspective on the altruism question.

Renfrew, J. W. (1997). *Aggression and its causes: A biopsychosocial approach*. New York: Oxford University Press.

The text is well written but focused more on non-human aggression research. Consequently, it is difficult to extend the material in this text to the problem of mass violence.

Schroeder, D. A., Dovidio, J. F., Penner, L. A., & Piliavin, J. A. (1994). *The social psychology of helping and altruism*. New York: McGraw-Hill.

Four authors from different perspectives contributed to this book. The result is a well written broad overview of the research area. All the major perspectives are discussed (e.g., biological, cognitive, developmental, personality, and social). Although the text is getting dated, it is still an excellent reference source.

Shepela, S. T., Cook, J., Horlitz, E., Leal, R., Luciano, S., Lufy, E., Miller, C., Mitchell, G., & Worden, E. (1999). Courageous resistance: A special case of altruism. *Theory & Psychology*, 9, 787-805.

Examines the phenomena of consciously chosen and sustained forms of resistance that potentially carry a high risk for the individual and possibly those individuals associated with the resisters. Discusses the concept of courageous resistance within the context of altruism.

Staub, E. (2003). *The psychology of good and evil: Why children, adults, and groups help and harm others*. New York: Cambridge University Press.

A wonderful collection of articles written by Staub including new chapters, previously unpublished articles, and reprints of notable articles. A classic collection that covers a broad range of topics from prosocial behavior to genocide and mass violence to building communities of peace.

Steger, M. B., & Lind, N. S. (Eds.). (1999). *Violence and its alternatives: An interdisciplinary reader*. New York: St. Martin's Press.

A wonderful collection of essays addressing the relationship between violence and race, nationalism, class, gender, and law. Text includes classic writings from scholars and activists such as Hannah Arendt, Malcolm X, and Martin Luther King Jr., as well as more recent selections from Yael Tamir and Cornel West.

Tedeschi, J. T., & Felson, R. B. (1994). *Violence, aggression, and coercive actions*. Washington DC: American Psychological Association.

The authors provide a comprehensive overview of the topic. However, it should be noted that their perspective is sometimes at odds with the more established approach to understanding aggression. Unfortunately, while the text provides a good overview of the aggression research (and their social interactionist theory), the material is beginning to get dated.

Van Hasselt, V. B., & Hersen, M. (Eds.). (2000). *Aggression and violence: An introductory text*. Needham Heights, MA: Allyn & Bacon.

This edited text provides a broad overview of aggression. The major theoretical perspectives are detailed as well as several sections devoted to specific forms of aggression (e.g., child abuse, elder abuse, homicide) and special topics (alcohol and drugs). Although there is no specific section devoted to mass violence, the portion of the text that examines the various theoretical perspectives is very useful.

### **General Peace Psychology**

Alford, C. F. (1990). The organization of evil. *Political Psychology*, 11, 5-27.

Presents a model of evil utilizing an interactionist perspective among individuals, social institutions, history, and ideologies. Integrates the work of Melanie Klein. Includes an analysis of Adolf Eichmann.

Allan, A., & Allan, M. (2000). The South African Truth and Reconciliation Commission as a therapeutic tool. *Behavioral Sciences & the Law*, 18, 459-477.

A theoretical article examining the potential therapeutic benefit of Truth Commissions in moving individuals and groups towards reconciliation and healing within a framework of restorative justice.

Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace. *Peace & Conflict: Journal of Peace Psychology*, 7, 173-185.

Important article highlighting nine principles grounded in psychological research and theory that can be used as reference points in policy development and implementation. Challenges some of the common myths that may play a role in inhibiting the development of policies aimed at peaceful conflict resolution and social justice.

Ashmore, R. D., Jussim, L., & Wilder, D. (Eds.). (2001). *Social identity, intergroup conflict, and conflict reduction*. London: Oxford University Press.

Edited text based on presentations at the 1999 Third Rutgers Symposium on Self and Social Identity. Text is divided into four sections examining the role of individual and collective social identities in intergroup conflict, the role of social identities to political conflict in the United States, the relationship of social identity and violent intergroup conflict, and the role that social identity may play in moving towards more peaceful means of dealing with intergroup conflict. Includes chapters related to conflict in Northern Ireland and the Israeli-Palestinian conflict.

Baumeister, R. F. (1997). *Evil: Inside human violence and cruelty*. New York: W. H. Freeman.

This book draws on the literature of social psychology to explore the roots of human violence, cruelty and evil. Particularly noteworthy is Baumeister's examination of the disparity between perceptions of victims and perpetrators defined as the magnitude gap. While it provides a good basis for understanding instances of small-scale violence, it does not explain as well instances of genocide and mass violence.

Bercovitch, J., & Kadayifci, A. (2002). Exploring the relevance and contribution of mediation to peace-building. *Peace & Conflict Studies*, 9 (2), 21-40.

Explores the relationship of mediation as a necessary component of peacebuilding.

Bohart, A. C. (2002). The feeling of realness: Evil and meaning making. *Humanistic Psychologist*, 30, 239-251.

A theoretical examination of the question of what enables individuals to commit acts of great violence on others from a humanistic perspective.

Brenes, A., & Wessells, M. (2001). Psychological contributions to building cultures of peace. *Peace & Conflict: Journal of Peace Psychology*, 7, 99-107.

Describes both the United Nation's as well as psychology's efforts towards building cultures of peace. Good introductory article to this topic with important cautions against ethnocentrism in approach and psychological perspective.

Bunker, B. B., Rubin, J. Z., & Associates. (1995). *Conflict, cooperation, & justice: Essays inspired by the work of Morton Deutsch*. San Francisco: Jossey-Bass.

This collection of essays represents a tribute to social psychologist Morton Deutsch. Sponsored by the Society for the Psychological Study of Social Issues (SPSSI), it includes essays concerning the three major areas of Deutsch's work: conflict, cooperation, and justice. Chapter 2 is especially useful in the delineation of various issues involved in conflict analysis. Essays include the application of principles to a broad range of contexts from interpersonal to international and from schools to the work place.

Christie, D. J., Wagner, R. V., & Winter, D. D. (Eds.). (2001). *Peace, conflict, and violence: Peace psychology for the 21<sup>st</sup> century*. Upper Saddle River, NJ: Prentice-Hall.

Excellent text highlighting the many facets of peace psychology. The text is divided into four main sections. The first section includes chapters concerning direct violence examined from a psychological perspective. Topics range from an analysis of intimate violence to a discussion concerning weapons of mass destruction. The second section addresses issues involved in structural violence such as social injustice and globalism. The last two sections concern a broad spectrum of issues related to peacemaking and peacebuilding. A must for anyone interested in the topic of peace psychology.

Danieli, Y. (Ed.). (2002). *Sharing the front line and the back hills: International protectors and providers: Peacekeepers, humanitarian aid workers and the media in the midst of crisis*. Amityville, NY: Baywood.

Edited text addressing the needs of all of those involved in working towards peace as well as providing aid in areas of conflict (e.g., peace keepers and humanitarian aid workers). Highlights the important work of these individuals and the risks and sacrifices they face as part of that work. Identifies strategies designed to protect and support these workers with examples provided of existing, effective programs. An essential text for those involved in policy making, governmental organizations involved in conflict and crisis intervention, non-governmental organizations, and mental health workers.

Darby, J. (2001). *The effects of violence on peace processes*. Washington, DC: United States Institute of Peace Press.

Provides an analysis of the threat that violence plays in any peace process. Examines not only violence by militants or terrorists but also by the state, individuals within the community, and violence that emerges during negotiations. Draws on case material from events in Northern Ireland, Basque country, Israel-Palestine, Sri Lanka, and South Africa.

Darby, J., & Mac Ginty, R. (Eds.). (2003). *Contemporary peace making: Conflict, violence and peace processes*. New York: Palgrave Macmillan.

Examines five primary steps involved in the peace process from the initial planning for peace during times of violence through negotiation and the development of peace accords to the process of peacebuilding.

de Rivera, J. (2003). Aggression, violence, evil, and peace. In T. Millon & M. J. Lerner (Eds.), *Handbook of psychology: Personality and social psychology, Vol. 5*. (pp. 569-598). New York: Wiley.

Important chapter arguing that to have an understanding and eventual move towards increased prosocial behavior and peace requires that one must also have an understanding of aggression, violence, and evil. A broad range of theoretical perspectives and topics related to peace psychology are discussed in this chapter.

Fisher, R. J. (1997). *Interactive conflict resolution*. Syracuse, NY: Syracuse University Press.

Describes the process of interactive conflict resolution as a means of peacebuilding. Interactive conflict resolution involves third party facilitation of dialogue between non-official representatives of groups engaged in conflict. The book begins with chapters discussing the work of three pioneers in the use of the interactive conflict resolution method. This is followed by discussion examining the various methods and concerns related to the use of these methods of peacebuilding in cases of protracted conflict.

Gaerling, T., Kristensen, H., Backerth-Ohsako, G., Ekehammar, B., & Wessells, M. G. (2000). Diplomacy and psychology: Psychological contributions to international negotiations, conflict prevention, and world peace. *International Journal of Psychology, 35*, 81-86.

The role of psychology in the realms of international conflict and diplomacy are discussed in this article. Article differentiates between various types of diplomacy, discusses research relevant to conflict and diplomacy, and introduces the other articles in this special issue of the journal.

Katz, F. E. (1993). *Ordinary people and extraordinary evil: A report on the beguilings of evil*. Albany, NY: State University of New York Press.

Explores the question of evil and the path of otherwise good people towards the commission of evil. Katz, both a scholar and a Holocaust survivor, brings depth to this discussion largely but not exclusively framed within the context of the Holocaust. Includes extensive cases studies of a SS doctor at Auschwitz, the Kommandant of Auschwitz, and an officer at My Lai.

Kurtz, L. R., & Turpin, J. (1998). *Encyclopedia of violence: Peace and conflict*. San Diego, CA: Academic Press.

A three-volume encyclopedia composed of articles written by over 200 scholars. Excellent resource for students and researchers examining work outside their main area of study. Would make an excellent addition to the reference section of any library.

Lederach, J. P. (1998). *Building peace: Sustainable reconciliation in divided societies*. Washington, DC: United States Institute of Peace.

Excellent book highlighting the various elements needed to move culture in conflict towards becoming a culture of peace. Examines a broad range of issues from the role of middle-level elites to community activism. Focuses beyond immediate gains and discusses long-term resolution of conflict and peacebuilding through the training of mediators indigenous to the region.

Lederach, J. P., & Jenner, J. M. (Eds.). (2002). *A handbook of international peacebuilding: Into the eye of the storm*. San Francisco: Jossey-Bass.

Edited text dealing with a broad range of issues involved in international peacebuilding and humanitarian intervention. Includes extensive practical information aimed at each step of involvement including the invitation to become involved in the mediation process, the important background information with which one needs to become familiar, money and ethical concerns, the decision to go, and the underlying goals of the process. A wealth of information is contained in this text.

Maynard, K. A. (1999). *Healing communities in conflict: International assistance in complex emergencies*. New York: Columbia University Press.

This text provides invaluable and practical information for rebuilding communities following conflict and humanitarian assistance. Discusses topics such as the nature of international conflicts, forced migration, and an integrative approach to communities in need of aid.

Mayton, D. M. (2001). Nonviolence within cultures of peace: A means and an ends. *Peace & Conflict: Journal of Peace Psychology, 7*, 143-155.

Perceptions of nonviolence are often associated with ideas of inaction. This article discusses the importance of active nonviolence in cultures of peace and as a means for achievement of political ends. The research on active nonviolence from a social psychological perspective is presented.

Mehlum, L. (1999). Alcohol and stress in Norwegian United Nations peacekeepers. *Military Medicine, 164*, 720-723.

Examined the use of alcohol as a potential coping mechanism in peacekeepers stationed in southern Lebanon. Argues that peacekeepers need education concerning alternate stress management skills.

Miller, A. G. (Ed.). (1999). Perspectives on evil and violence [Special issue]. *Personality and Social Psychology Review*, 3(3).

Examines empirical and conceptual perspectives on harmdoing. Includes articles by scholars recognized for their work in this area such as Staub, Bandura, Miller, and Baumeister.

Montiel, C. J., & Wessells, M. (2001). Democratization, psychology, and the construction of cultures of peace. *Peace & Conflict: Journal of Peace Psychology*, 7, 119-129.

Important article addressing the problems associated with cultural transitions from authoritarian to democratic forms of governments. Includes information relative to psychology's potential contribution to these endeavors but also argues for requisite change in psychology as a discipline to meet these needs.

Nasser, R., & Abouchéid, K. (2002). Attributions for the causes of peace and locus of control: Their relation in a country where there is conflict. *Current Research in Social Psychology*, 7, 94-113.

Examined locus of control in Lebanese college students. Argues for true peace to take hold, peace education must include re-education regarding individual's attributions and locus of control.

Opatow, S. (Ed.) (1990). Moral exclusion [Special issue]. *Journal of Social Issues*, 46(1).

Articles contained in this volume explore the many facets of moral exclusion, the ability to exclude others from one's moral sphere. Of particular relevance to the study of genocide, ethno-political conflict and human rights is Staub's article on "Moral exclusion, personal goal theory, and extreme destructiveness

Opatow, S. (2001). Reconciliation in times of impunity: Challenges for social justice. *Social Justice Research*, 14, 149-170.

Discusses the issue of reconciliation following protracted violence characterized by an atmosphere and, unfortunately, reality of impunity.

Post, J. M. (2004). *Leaders and their followers in a dangerous world*. Ithaca, NY: Cornell University Press.

Interesting text concerning the role of leaders and followers in situations of mass violence and conflict. Post argues that it is politically necessary to develop an understanding of the psychological profile and behaviors of specific leaders to further predict the actions they may take and the impact on their followers. He provides examples of such profiles with disparate leaders such as Castro, Milosevic, Kim Jong Il, Osama Bin Laden, and Saddam Hussein.

Ramirez, J. M., & Richardson, D. S. (Eds.), (2001). *Cross-cultural approaches to research on aggression and reconciliation*. Huntington, NY: Nova Science.

Edited text dealing with a broad range of issues concerning aggression and reconciliation. Includes theoretical and methodological discussion concerning the study of aggression and reconciliations. Also includes a broad range of chapters evaluating these concepts from a cross-cultural perspective and examines the role that social representations and culture play in aggression.

Roesch, R., & Carr, G. (2000). Psychology in the international community: Perspectives on peace and development. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 811-831). Dordrecht, Netherlands: Kluwer Academic.

Examines the role that community psychology can play in both the understanding of international conflict but also in prevention and intervention during times of conflict.

Salomon, G., & Nevo, B. (Eds.). (2002). *Peace education: The concept, principles, and practices around the world*. Mahwah, NJ: Erlbaum.

Excellent book examining all aspects of peace education from the underlying concepts and issues involved in peace education to peace education and practice with specific populations. A must for any peace educator or individual who teaches peace through an analysis of conflict.

Schellenberg, J. A. (1996). *Conflict resolution: Theory, research, and practice*. Albany, NY: State University of New York Press.

Represents a blend of theory, review of the research, and case studies. Text is divided into three main sections. The first section contains a good chapter concerning research methodology in the study of conflict resolution. The second section outlines various theories of conflict including an examination of internal psychological characteristics, social processes, and social-structural processes. The final section outlines five methods of conflict resolution practice including coercion, negotiation and bargaining, adjudication, mediation, and arbitration. Each chapter is discussed within the context of a specific case study.

Scheper-Hughes, N., & Bourgois, P. (Eds.). (2004). *Violence in war and peace: An anthology*. Malden, MA: Blackwell.

An excellent anthology covering a broad range of topics including gendered violence, torture, colonialism, the Holocaust, the Rwandan genocide, state terror, political resistance, writing about violence and war, and more. An excellent resource.

Smith, M. B. (1999). Political psychology and peace: A half-century perspective. *Peace and Conflict: Journal of Peace Psychology*, 5, 1-16.

Overview, analysis, and speculations concerning fifty years of peace and political psychology.

Wessells, M. G. (2000). Contributions of psychology to peace and nonviolent conflict resolution. In K. Pawlik & M. R. Rosenzweig (Eds.), *International handbook of psychology* (pp. 526-533). Thousand Oaks, CA: Sage.

Discusses the role psychology can play in addressing all levels of violence from interpersonal to international conflicts and the promotion of nonviolent conflict resolution and peace.

### III. Annotated List of Relevant Journals

*Aggressive Behavior*. Published six times a year. Hoboken, NJ: Wiley.

Official journal of the international society for research on aggression. Scholarly journal primarily focused on interpersonal aggression.

*Journal of Peace Research*. Published bimonthly. Newbury Park, CA: Sage.

Published under the auspices of the International Peace Research Institute. Scholarly journal focused principally on issues of international conflict.

*Peace and Conflict: Journal of Peace Psychology*. Published quarterly. Mahwah, NJ: Erlbaum.

The journal of the Society for the Study of Peace, Conflict, and Violence: Peace Psychology (Division 48 of the American Psychological Association). A must for anyone concerned about issues of peace and conflict from a psychological perspective.

*Peace and Conflict Studies* (E-Journal). <<http://www.trenton.edu/~psm/pcs>>

Multidisciplinary e-journal focusing on issues of peace research and conflict analysis.

Southern Poverty Law Center. *Teaching tolerance*. <<http://www.splcenter.org/>>

This is a free semiannual magazine. Provides teachers with resources and information related to topics of hate, intolerance, and the development of interracial/cultural understanding.

*UN and Conflict Monitor* (E-Publication). <<http://www.brad.ac.uk/acad/confres/monitorindex.html>>

Digest of information related to the United Nations, conflict prevention, peacekeeping, peacemaking, peacebuilding, and conflict resolution.